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of the character of the material, there is room, within broad limits, for much freedom of thought and consequently for difference of opinion.

We are, for example, not convinced that Aeneas was *not* in love with Dido; the evidence for conviction (despite the skill shown in making out a case) is really no evidence at all for the point at issue. It was obviously not within the scope of the poet's purpose to make a full revelation of the character and degree of the *Roman* hero's passion. The question is rather one of degree than of fact, and the final answer must be sought outside the *Aeneid* altogether, in the subtleties of racial temperament and fluctuating social habits; possibly Catullus lxii. 3, 4 throws some light upon the question. Enthusiasm for the Roman poet carries the writer into an altogether too severe condemnation of Apollonius Rhodius; authoritative appraisers of literary values have lately given the Alexandrian poet deserved credit for brilliant penetration and a masterly technique. Recognition of literary *merits* that defied the fading genius of Greece, is far more likely to reach the golden mean of truth than the easier and more obvious criticism of *demerits*, subject to all too frequent assaults from the stronghold of prejudice. The verbal parallels that are quoted (chap. vii.) to establish the relationship of Virgil to Catullus represent a method of external criticism, often applied, but as often failing to demonstrate spiritual affinities. It is quite conceivable that *Aen.* iv. 612: *nostras audite preces* was *not* inspired by the colorless *meas audite querellas*, Catullus lxiv. 195; it is, however, quite within the realm of possibility that the more striking similarity of "*Talia saecula*" *suis dixerunt "currere"* *fusis* *Concordes stabili fatorum numine Parcae* (Virgil, *Ecl.* iv. 46, 47) to *Currite ducentes subtegmina, currite, fusi* (Catull. lxiv. 327) *does* suggest a *conscious* reflection.

It is, perhaps, ungracious and not within the zone of this brief review to dwell at length upon numerous details and generalizations that are not entirely true, and it is a pleasanter task to call attention to such excellent summaries as that upon p. 43, beginning "Virgil has succeeded in maintaining the high tension of interest required by tragedy." To penetrate the inner consciousness of an "age whose mind was on the strain and divided against itself" is no slight task, and perhaps this dissertation may prove a preliminary study to a fuller investigation of problems of perennial interest.

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*Laboratory and Field Manual.* By JOSEPH Y. BERGEN and BRADLEY M. DAVIS.  
Boston: Ginn & Co., 1907. Pp. 257. \$0.90.

This manual designed by the authors to accompany their recent *Principles of Botany* is in many respects superior to any laboratory guide available to students of elementary botany. Better than any of its predecessors it combines the several departments of botany in a way that renders it capable of adjustment to the widely varying conditions in secondary schools. In general the book is to be commended for its range of exercises and its clearness.

The laboratory work begins with the study of the structures and functions of seed plants. The study of "types" follows and makes up the bulk of the exercises. Outlines for ecological studies form the third section. The remainder

of the volume is given over to the methods of preparation of microscopic slides, culture methods, and suggestions for equipping the laboratory and the departmental library.

In the study of plant morphology there can be no doubt as to the value of such outlines in the hands of the pupil. In the case of physiological experiments however, since in secondary schools they must be largely in the nature of class demonstration, it may well be questioned whether the outlines in this and other manuals do not detract from, rather than add to, the value of such work. In so far as they suggest the conclusions to be derived from the exercise, they render the student less dependent upon his own accurate observation of the details of the experiment.

The portion of the book most open to unfavorable criticism is that devoted to ecology. Especial attention is directed to this part in the preface, and it is offered as "at least an outline for the treatment of ecology as a scientific subject," since the authors believe "that it is quite possible to illustrate even to beginners something of the kind of quantitative discussion of variation in environment and the response of plants to changed (?) conditions, which must distinguish the ecology of the future." On turning to the treatment we find the subject introduced by "Parasitic and Carnivorous Plants" and "How Plants Protect Themselves from Animals." It may well be doubted whether these two chapters will form the introduction to the "ecology of the future." They smack much more of the unscientific past even than of the present. The chapter on "Pollination of Flowers" defeats its aim by explaining how the pupil may tell the variously pollinated flower types without recourse to the field. Further, the rules given are open to serious question. The remainder of the section is of better quality though there is certainly room here for improvement both in content and order of presentation.

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*Studies in Psychopathology.* By BORIS SIDIS. Boston: D. C. Heath & Co., 1907. Reprinted from the *Boston Medical and Surgical Journal*. Pp. 73.

This little pamphlet, consisting of papers reprinted from the *Boston Medical and Surgical Journal* is interesting to the teacher and student of child-life because of the impressive instances given of the persistent force of early impressions. Various persons suffering with symptoms of nervous and mental disturbance were examined by inducing a "hypnoidal" state. This state is not so deep as that of ordinary hypnotism, but enables the investigator to bring to light incidents not remembered in normal consciousness. In all the cases cited some thrilling or painful experience of child-life, which had quite passed from conscious remembrance, was revealed as being responsible for the pathological conditions. The significance for the teacher or parent is of course in the field of prevention. A horrible or frightful event, or association with some depraved or morbid character, may leave impressions which in later life may cause mental unbalance.

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